

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 7220006

-Session-1996-97

-Superclass- PP

-Title- SUBSTANCE USE AND MISUSE

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: This unit will enable the candidate to identify the substances most commonly used, misused and abused in Scotland. The effects of substance use on the individual and on society will be investigated.

OUTCOMES

1. identify the major groups of substances;
2. explain the effects of substance use on the individual;
3. explain the effects of substance use by individuals on society as a whole;
4. describe the legal issues relating to the use of non-prescribed substances.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: There is no access statement for this unit.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7220006**UNIT TITLE:** SUBSTANCE USE AND MISUSE

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. IDENTIFY THE MAJOR GROUPS OF SUBSTANCES

PERFORMANCE CRITERIA

- (a) The definition of the term substance is accurate in terms of current terminology.
- (b) The identification of the major groups of substances is comprehensive in terms of current terminology.

RANGE STATEMENT

Groups: depressants; stimulants; hallucinogens; anti-depressants.

EVIDENCE REQUIREMENTS

Written and/or oral evidence to meet the performance criteria.

OUTCOME

2. EXPLAIN THE EFFECTS OF SUBSTANCE USE ON THE INDIVIDUAL

PERFORMANCE CRITERIA

- (a) The explanation of the physiological effects of substance use on the human body is valid.
- (b) The explanation of the psychological effects of substance use is clear and valid.
- (c) The explanation of the social issues associated with substance use is valid.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence to meet the performance criteria.

OUTCOME

3. EXPLAIN THE EFFECTS OF SUBSTANCE USE BY INDIVIDUALS ON SOCIETY AS A WHOLE

PERFORMANCE CRITERIA

- (a) The definition of the terms use, misuse and abuse is accurate.
- (b) The description of the ways in which substance users are perceived is comprehensive in terms of stereotyping and prejudice.
- (c) The investigation into the effects on family and other relationships in coping with a substance user is comprehensive.
- (d) The explanation of the effects on society of substance use is comprehensive.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence to meet the performance criteria.

OUTCOME

4. DESCRIBE THE LEGAL ISSUES RELATING TO THE USE OF NON-PRESCRIBED SUBSTANCES

PERFORMANCE CRITERIA

- (a) The description of substance related current legislation is accurate.
- (b) The description of the legal process for substance related offences is accurate.
- (c) The description of the impact of legislation is comprehensive in terms of how it affects attitudes and assumptions.

RANGE STATEMENT

The Medicines Act (1968); The Misuse of Drugs Act (1971); The Licensing (Scotland) Act 1976; The Protection of Children (Tobacco) Act 1986.

EVIDENCE REQUIREMENTS

Written and/or oral evidence to meet the performance criteria.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 7220006

UNIT TITLE: SUBSTANCE USE AND MISUSE

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

The purpose of this unit is to introduce candidates to the use, misuse and abuse of substances. The unit will help candidates understand the effects of substance use not only on the individual concerned but also on family and other relationships and on society as a whole.

CONTENT/CONTEXT Corresponding to Outcomes 1-4:

- 1-2. Candidates could be encouraged to list what they regard as substances and this could be used as a starting point for discussion. Are some substances more harmful than others? Are some substances seen as 'acceptable' and others as 'not acceptable' eg. the use of cannabis for pain relief?

Attitudes to whether a substance is a 'medicine' or a 'drug' may vary between different cultural groups.

These are questions that could stimulate debate.

The distinction between Class A, B and C drugs should be explained. When examining groups of substances some of the following could be considered:

Depressants:	alcohol, benzodiazepines, opiates.
Stimulants:	caffeine, tobacco, amphetamines, cocaine, steroids, chocolate.

- Hallucinogens: cannabis, solvents, LSD, naturally derived substances eg. 'magic' mushrooms, amphetamines, Ecstasy.
- Anti-depressants: Valium, Librium, Prozac. This category is widely prescribed and therefore its potential misuse can be overlooked or misunderstood.

This list is not exhaustive.

Some group discussion/investigation into the effects of substance use on the individual should include information on the health risks and social problems associated with substance use. The reasons why individuals use substances should be examined - escapism, boredom, lack of confidence, image, peer pressure, coping mechanism. Use of performance enhancers in sport, eg. steroids should also be discussed. Candidates should also discuss the ways in which substances, such as anti-depressants may be used to treat certain medical conditions and are essential in maintaining health.

Speakers from organisations involved with substance users are to be encouraged.

Tutors should be aware that candidates may themselves be using prescribed medication which fits into some of the categories discussed and the topic should be handled sensitively.

3. Group discussion on stereotyping, labelling and prejudice in relation to substance users should be encouraged eg. alcoholics who are homeless and sleep rough, steal to get money for their alcohol or drug addicts who turn to prostitution to feed their habit.

The effects on the family and other relationships should be examined in some depth - loss of trust effect on other family members, the cost to the family both in financial and emotional terms.

The effects on society - loss of working time, cost to health service, homelessness, crime statistics violence - must all be considered.

Again speakers from outside organisations should be encouraged.

4. The legislation should be examined in some depth. The legal process should be investigated and sentencing policy examined to see whether it is uniform throughout the country. The arguments for decriminalising certain drugs should be considered.

APPROACHES TO GENERATING EVIDENCE Candidates should be encouraged to gather a portfolio of evidence eg. information for outside organisation, leaflets etc. For Outcome 2 restricted response questions could be used.

PROGRESSION This unit forms part of the GSVQ in Care at level III.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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